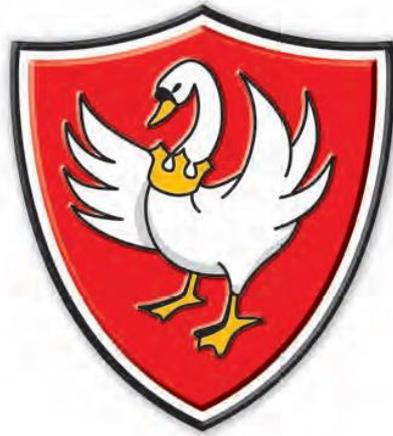


***“A unique family working together to be the best”***

**Forest Lodge Community Primary School**



**SEND Policy**

## SEND POLICY

At Forest Lodge Community Primary School we are dedicated to meeting the needs of pupils with SEND. We are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school and have access to a high quality education. Our school's aim is to be as inclusive as possible, with the needs of all pupils being met wherever possible.

All of our school policies are linked and should be read alongside each other.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

### SEND members of staff at FLCPS

The first point of contact regarding enquiries about an individual child's progress will always be your child's Class Teacher. The SENCo at Forest Lodge Community Primary School is Mrs Denham who is also available if further assistance is necessary. Miss K Smith is the Learning Mentor and Attendance Officer at FLCPS. There are also a number of SEN teaching assistants employed at FLPS across the phases, who may work with individuals or groups of children.

The Senior leadership team at Forest Lodge Community primary school are Mrs C Caldwell (Head Teacher), Mrs U Malik (Deputy Headteacher), Mrs S Meer (Assistant Headteacher), Mr V Jagatia, Ms C Hardwick, Miss A Unwin and Mrs H Fairbairn.

Please make an appointment with the school office if you wish to speak to the SENCo or any other member of staff.

### 2014 Code of Practice 0-25 years.- Recent changes

Statements of SEN issued by the Local Authority (LA) have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth – 25 years. All existing statements will be transferred to EHC's over a phased period of time.

School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS).

There are four broad categories of SEND:

- Communication and interaction (such as autistic spectrum and language disorders)
- Cognition and learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- Social, emotional and mental health (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- Physical and sensory (such as hearing or vision impaired)

There are children at Forest Lodge Community primary with SEND in all of the areas above. Many children may have a combination of SEND. This may include children with a formal diagnosis, in the process of diagnosis or with a profile of difficulties that could fit into a diagnosis.

At Forest Loge Community Primary school we work very closely with parents, carers and pupils to ensure that their own views and aspirations are fundamental to the long term planning and provision for their child at our school. Families are invited to be involved at every stage of the planning and reviewing of SEN provision for their child.

### Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEN Code of Practice: 0 – 25 Years; Introduction xiii and xiv

### Forest Lodge Community Primary School Ethos & Vision

The school's ethos/vision for its learners and community is exemplified in the school vision statement:

#### **'A unique family working together to be the best'**

Forest Lodge Community primary aims to develop its policy and practice to:

- Set and maintain high expectations, which challenge children and enables them to achieve their own potential,
- Develop a passion for learning and acquire, skills, knowledge and understanding of themselves in the world,
- Ensure that all children experience an enriched curriculum which develops their talents and unlocks their potential,
- Develop individuals as highly motivated learners who seek to extend themselves in mind, body and spirit and know their uniqueness is cherished,
- Encourage children to develop moral, social and spiritual values which demonstrate care, consideration, respect and tolerance towards others and the environment,
- Inspire an inclusive belief in all, respecting everyone in spite of life experiences and physical differences,
- Create a sense of belonging to a "family" community,
- Nurture children to become responsible citizens who have a thoughtful attitude towards the local, national and global community.

## Through:

- Providing an accessible curriculum that is exciting and stimulates a thirst for knowledge,
- Offering teaching and memorable experiences that promote an enquiring mind and a spirit of curiosity,
- Facilitating a wide range of meaningful learning experiences and opportunities within and beyond school,
- Developing an intelligence of their physical, social and emotional well being,
- Fostering a community which promotes an ethos of mutual respect, honesty and responsibility.
- Promoting attitudes where individuality, difference and diversity are valued and understood,
- Giving opportunities to address the many challenging issues facing them, while developing a sense of responsibility, autonomy and community,
- Involving children, parents, carers, staff, governors and the wider school community as partners in learning.

Around 17 % of our children are either at SEN Support (SENS) or have statements/ EHC Plans. This is in line with national average and means that all teachers expect to have children with SEND in their classes.

### Identifying children at SENS (SEN Support)

Children with SEND are identified by a number of different routes, this may be via:

Pupil progress meetings, these are held every six weeks (half termly) where a discussion around every child's progress is held between the Head Teacher, the Deputy Head Teacher, Assessment Leaders and the Class Teacher.

Progress of all children is monitored closely and individuals are highlighted for extra support, interventions or further assessments where expected progress is not being made.

Lack of expected progress may be characterised by a child that learns at a significantly slower rate than that of their peers starting from similar baseline levels. Or it may be characterised by a child that fails to match or better their own previous rate of progress. Lack of expected progress may also be identified if a child fails to close the attainment gap between themselves and their peers

Pupils are identified as having a learning difficulty if they have significantly greater difficulties in learning than the majority of pupils of the same age.

Pupils are not regarded as having a learning difficulty solely because their home language differs from the language in which they are taught.

All our teachers provide Quality First Teaching and any child who needs educational provision which is additional to or different from this will have their needs assessed.

Parents sometimes have concerns that their child may have special educational needs or a disability (SEND), or may be concerned about their progress. Parents and carers should make an appointment to speak to the class teacher in the first instance. Many concerns can be addressed by Quality First Teaching or a higher level of parental involvement.

If the school decides, after consultation with parents, that a child requires additional support within school to make progress, the Special Educational Needs Co-ordinator (SENCo) or a trained member of staff, in collaboration with the Class Teacher, may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child.

Although the school can help to identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

The Class Teacher will remain responsible for planning and delivering individualised programmes. Parents will be informed of the action and results in a follow up meetings. If progress is still minimal, we may then decide to place your child on the Special Educational Needs and Disabilities Register.

Forest Lodge Community primary School adheres to the guidance in the 2014 SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. A graduated response is used for identification, assessment and support for pupils with SEND.

The SENCo oversees all this and keeps a track of how each child is doing and if in consultation with the child's teacher, it is felt that the child is not improving despite interventions, then external specialists such as Educational Psychologists, Speech and Language Therapists, learning or autism advisors may be called in to assess and make recommendations.

### Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.

Parents will receive a school report in January and also at the end of the summer term. Parents with children on the SEN register will also have an opportunity to meet with teachers in the summer term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support regarding their child at any pre-arranged time.

### Paperwork for children at SENS (SEN Support)

Once a child has been identified as needed SENS, some of the following paperwork may need to be completed. This means that the child has outcomes that are in addition to their class targets:

- Intervention group targets
- Checklists
- Schools internal monitoring paperwork
- Element 3 funding application

Pastoral Support Plan (PSP)  
Positive Handling Plan (PHP)  
Personal Education Plan (PEP)  
Single Point of Contact (SPOC) referral for medical needs  
School Contract  
Proposal for Education, Health and Care Plan

Referral to an outside agency listed below:

- CAMHS - Child and Adolescent Mental Health Service
- SALT (Speech and Language Therapy)
- CLCI (Complex Learning, Communication and Interaction)
- Early Years' Service
- Educational Psychology Service
- SEMH Team (Social Emotional Mental Health Team)
- Virtual School for Looked After Children
- Visual Support Team
- Hearing Support Team
- School Nurses
- Diabetic Nursing Team
- Family Support Workers
- Early Support

### Moving to an EHC Plan (Education, Health and Care Plan)

Following consultation between families, school and relevant outside agencies, we may consider applying for an Education, Health and Care Needs Assessment if:  
The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEN. The child has a disability which is lifelong and which means that they will always need support to learn effectively  
The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision. Having a diagnosis (e.g., of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call and Integrated Assessment Meeting (IAM) for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. The Plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

### Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEN individually or as part of a group. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children on the SEND register are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention, the senior leadership team through assessment data and professional dialogue meetings and by the SENCo who monitors overall progress after the intervention.

Interventions are planned in blocks, at the end of each block, children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

### Accessibility

Forest Lodge Community Primary School is disability friendly. Our school has an Accessibility Policy, which is reviewed annually. As part of this review, we ensure that the school environment is accessible for all children; including those with physical and sensory needs or where English is not a first language.

Forest Lodge Community Primary School works closely with outside agencies to support children with special educational needs and disabilities. Where appropriate we source specialist equipment or furniture, or make learning environment modifications to meet the additional needs of our pupils.

We currently communicate with parents in direct conversation, phone, by letter and text. We are sensitive to the needs of parents whose first language is not English or who may have other communication needs and use skilled staff within our school to help communicate effectively with such parents.

All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible to children with additional needs by using alternative 'hands on' resources and visual supports / systems.

### Access to extra-curricular activities

All of our children have equal access to before school breakfast club, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children so that they can access these clubs and activities. Class trips and residential trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

## Staff expertise

All staff are kept up to date with SEND training and have the opportunity to attend relevant CPD courses. Regular training is provided for all staff when needed either within school or at a Local Authority specialist course.

These are some of the areas our staff are trained in:

- Early Literacy Support
- Reading Recovery
- Better Reading Partners
- Reading Miles
- 1<sup>st</sup> Class@Number
- Funtime
- Play Interaction Programme
- Time to Talk
- Autism Training
- Play Interaction programme
- Diabetes
- Epilepsy
- Emergency First Aid with Paediatric element.
- Team Teach
- Hearing impairment
- Moving and Handling
- Speech ,Language and Communication needs on the classroom
- Epipen training.
- Educational visits co-ordination
- Introduction to Down Syndrome

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively.

Some of our TAs have been trained in particular areas or specific interventions. All TAs work with children with SEN and disabilities. The school has 6 Higher Level Teaching Assistants amongst the staff. The school also has a full time Learning Mentor and Attendance Officer.

If necessary we can also access additional, highly specialist expertise from the Local Authority. This includes access to Educational Psychologists and various advisory teachers.

All children are treated as individuals and all adults work together to meet every child's academic, physical, emotional, social and mental health support needs.

Behaviour is no longer classified as a 'stand alone' special educational need and is rather seem as a symptom of an underlying learning, speech and language or emotional, social or mental health need. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent

Mental Health Services), or the school may make a referral through the Educational Psychologist or school nurse.

If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers social skills support and intervention through high level support from various members of staff including our Learning Mentor.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. The school recently has achieved the Anti Bullying kite mark and is an Anti Bullying school.

### Transition arrangements (within Forest Lodge Community Primary school)

When you apply for a place for your child at Forest Lodge Community Primary School, we encourage you to share your concerns about your child's special educational needs / disabilities or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

Prior to and on first joining Forest Lodge Community Primary School in the Foundation stage we have:

- Foundation Stage open days, which allow parents and their children to visit the school on a normal school day.
- Foundation Stage taster sessions for the children.
- The Foundation Stage teacher will visit children in their homes.
- Transition meetings with the pre-school settings for some families

If at any point during their time at FLCPS your child moves to another school, the relevant staff communicate to pass on information and ensure that transition arrangements where possible are in place. We recognise that moving schools can be difficult for children and we take steps to ensure that any move is as smooth as possible.

On moving within the school (to a new class):

- Transition days in July for each class to meet their new teacher before the new school year.
- Children with complex special educational needs / disabilities are given a transition photo book, where familiar and new things associated with the next year are included. These are used both at home and in school to ensure children are well prepared for the changes that will take place. These are used for three to four weeks before the end of the summer term.

### Transition to Secondary School

Prior to transition to secondary school the relevant staff will communicate with teaching staff at the secondary school to pass on information and ensure that transition arrangements can be put into place. We recognise that moving to secondary school can be difficult for children and we take steps to ensure that any transition is as smooth as possible.

The secondary school SENCo is invited to Annual Reviews and other relevant review meetings. Additional transition arrangements may be made at these reviews e.g., extra supported visits, photo books.